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ABSTRACT

A 59-item annotated bibliography on language arts instruction for the gifted organizes research into three main categories: (1) instruction of gifted students in tracked classrooms; (2) instruction of gifted students in mainstreamed or heterogeneous classrooms; and (3) instruction of gifted and nongifted toward the goal of developing higher level thinking skills. Each of these three categories has two subdivisions: one section listing citations that describe a particular approach to instruction and another listing of citations that advocate a particular approach. All articles cited were published between 1979 and 1995. Researchers offer various techniques designed to increase higher level reasoning skills in gifted students, but there is a need now for more research examining the effects of instruction designed to increase higher level reasoning skills for all students but in tracked and in mainstreamed classrooms. If all students are to become independent learners, educators must foster independent learning by teaching students about how to learn rather than telling them what to learn. The research outlined in this bibliography reveals interesting trends in the approach to language arts instruction for the gifted. Articles supporting mainstreaming are based on the premise that intellectual diversity in the classroom offers the benefits for regular students that outweigh any negative educational consequences for gifted students. The articles supporting mainstreaming also maintain that drill and memorize techniques used in lower-level tracked classes is detrimental; they suggest that students at all levels must be coached in higher level reasoning. (Author/TB)

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Running Head: LANGUAGE ARTS INSTRUCTION FOR GIFTED STUDENTS

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Language Arts Instruction for Gifted Students in Mainstreamed and in Tracked Classrooms

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Abstract

Most research about language arts instruction for gifted students can be divided into three main categories: I.Instruction of gifted students in tracked or homogeneous classrooms, II.Instruction of gifted students in mainstreamed classrooms, and III.Research advocating instruction of both gifted and non-gifted students to develop higher level thinking skills. Unfortunately, an examination of the research about language arts instruction for gifted students reveals disturbing gaps about the potential for instruction usually reserved for gifted students for all students. The research highlights important educational issues which are still unexplored. For example, little research exists discussing long term educational outcomes for non-gifted students who receive gifted instruction in mainstreamed and in non-mainstreamed classrooms, the teachers' ability to overcome negative attitudes about lower tracked classes to effectively implement higher level cognitive instruction, and what all students can achieve when encouraged to use higher level reasoning skills.

Language Arts Instruction for Gifted Students in Mainstreamed and Tracked Classrooms

Substantial research exists in the area of English Language Arts instruction for gifted and talented students. Traditionally, research discusses instruction for gifted students separately from instruction for all other students possibly because "tracking" led to the actual physical separation of the gifted. Schools are now mainstreaming students; as a result, all ability levels are taught in the same room. Subsequently, literature is emerging both in support of and in opposition to inclusion or mainstreaming of the gifted. The information, unfortunately, is not currently organized in a way that facilitates a clear examination of the literature for future research and implementation in the classroom.

In order to clarify the research about language arts instruction for the gifted, this annotated bibliography organizes the research into three main categories. Category I, Instruction of gifted students in tracked classrooms, has two divisions; Section A, Research describing instruction of gifted students in tracked or homogeneous classrooms; Section B, Research advocating instruction of gifted students in homogeneous classrooms. Category II, Instruction of gifted students in mainstreamed and heterogeneous classrooms, also has two divisions: Section A, Research describing instruction of gifted students in mainstreamed classrooms; Section B, Research advocating instruction of gifted students in mainstreamed classrooms. The divisions conclude with Category III, Research advocating instruction of both gifted and non-gifted students to develop higher level thinking skills.

Research in Category I, Section A, describes instructional techniques to use with gifted students to promote higher level thinking skills. Section B of Category I includes research which

supports the separation of gifted students because they learn more effectively in a classroom of their peers.

Research in Category II, Section A, discusses techniques of instruction for gifted students in mainstreamed English language arts classes. Some researchers discuss separate and distinct instruction for gifted students while other researchers discuss similar instruction for all students with some modifications for gifted. In Section B of Category II, researchers advocate mainstreaming. Proponents claim that students benefit socially and academically from interaction with students of different ability levels. Additionally, researchers claim that the diversity of student experiences in an academically heterogeneous classroom is a valid justification for inclusion.

Category III includes research advocating developing higher level thinking skills, instruction generally reserved for the gifted, for all students. Some of the researchers discuss mainstreamed and some discuss non-mainstreamed classrooms but both groups agree that all students can benefit from developing skills such as problem solving, research, synthesis, application, induction, analytic skills, creativity, and independent learning.

Category I: Instruction of Students in Separate and Homogeneous Classrooms.

Section A: Research Describing Instruction of Gifted Students in Separate Classrooms

Apple, N. & Tierney, P. (1979). Two studies of composition and literature objectives for gifted and academically talented pupil. Pittsburgh, PA: University of Pennsylvania. (ERIC Document Reproduction Service No. ED 189 633)

Students, parents, and teachers work together to shape and revise existing goals for composition and literature instruction for gifted students.

Baily, J. (1994). Language arts topic papers. Hudson Falls, NY: Southern Adirondack Educational Center. (ERIC Document Reproduction Service No. ED 380 947)

This collection of papers discusses curriculum development for gifted students in the areas of reading, language development, writing, literature, and literacy. The papers also stress the importance of guiding students to find connections among concepts to create meaning.

Brown, D. & Gilmar, S. (1983). The final word on the bright adolescent or what to do with graffiti. English Journal, 72(5), 42-46.

The authors suggest that bright students' chalkboard drawings reveal things about the children we might not realize.

Callison, D. (1986). Using Wilsearch with high school students: A pilot study. (ERIC Document Reproduction Service No. ED 275 343)

In a pilot study, "gifted and talented" high school juniors used Wilsearch computer software to conduct research for their first major paper in English and social science classes.

Cornaby, B. (1979). Literature for gifted young adults and their response to that literature. Paper presented at the annual meeting of the National Council of Teachers of English, San Francisco, CA. (ERIC Document Reproduction Service No. ED 185 550)

Two reports discuss gifted students' responses to different forms of literature. The study indicates that students' responses vary according to the form of the literature.

Davis, H. (1981). Gifted education module system: Higher level thinking in the junior high. Brockport, NY: State University at NY. (ERIC Document Reproduction Service No. ED 216 473)

The curriculum module for gifted instruction at the junior high school level emphasizes higher level thinking skills: analysis, synthesis, and evaluation. Four units listing objectives and

outlining activities address English, math, science, and social studies.

Delia, M. (1982). Rainbows, fairies, and sandcastles: A differentiated approach to literature for the gifted and talented from Montgomery County, Maryland. Clearing House, 56(2), 112-114.

This article describes a class design for gifted 10th grade students. The approach uses the Northup Frye system of teaching literature, which encourages inductive reasoning, open-ended questioning, and seeing relationships between things.

Deming, B. & Fearn, L. (1981). Literature and Story Writing: A Guide for Teaching Gifted and Talented Children in the Elementary and Middle Schools. Sacramento, CA: California State Department of Education. (ERIC Document Reproduction Service No. ED 211 991)

The writing guide contains ten lessons designed to help gifted students write creatively and intelligibly and to help them read with increased understanding. Each of the lessons focuses on different aspects of reading and writing.

English Curriculum Guide for the Parkland Secondary Schools, 7-12, Volume I. (1983, September). Orefield, MA: Parkland School District. (ERIC Document Reproduction Service No. ED 259 396)

The guide details information that should be emphasized in grades seven through twelve in the English Language Arts classroom. It also offers guides for developing classes for gifted and accelerated students.

Fox, D. (1986). Teaching English to the gifted student. (ERIC Document Reproduction Service No. ED 270 782)

The digest discusses the following issues related to teaching English to the gifted student:

criteria for determining who is gifted, four principles for developing a gifted English language arts classes for gifted students, and criteria for evaluation.

Gifted and Talented Education: Elementary Curriculum Guide. (1984). Corono, CA: Corono-Norco Unified School District. (ERIC Document Reproduction Service No. ED 243 285)

Elementary teachers in gifted and talented programs develop a curriculum using five main strands focusing on higher level skills to guide the classroom objectives and activities. The guide encompasses five curriculum areas including English language arts.

Gray, M. & Gray, W. (1983). An enrichment model for gifted/talented ESL pupils. Paper presented at the annual convention of Teachers of English to Speakers of other Languages, Honolulu, HI. (ERIC Document Reproduction Service No. ED 228 898)

Gifted students work cooperatively with each other to solve problems designed to facilitate students' higher level thinking skills. Mentors advise students, helping them organize effective presentations.

Grenlaw, M. & McIntosh, M. (1986). Metaphor: The language of magic. Clearing House, 60(4), 161-165.

Talented and gifted students participated in a 12-week long course about fantasy. The article describes how students learned about metaphor and inference.

Hoctor, M. (1991). Teaching with technology. Communicator, 21(1).

The entire journal complies articles about teaching with technology, focusing on teaching gifted students in California. Specific articles discuss ways the computers can be used to encourage creativity and develop problem solving skills.

The Journal of the Society for accelerative learning and Teaching, 7(1-4).

The journal compares different methods of teaching accelerated learners and offers suggestions for teaching in the English Languages Arts classroom as well as in the English as a Second Language classroom.

Kehler, D. (1984, February). Teaching Shakespeare to gifted elementary and secondary students. Paper presented at the California Association for the Gifted. (ERIC Document Reproduction Service No. ED 275 111)

Shakespeare's plays provide a medium in which talented and gifted elementary and secondary students can develop a love of language and a background of history, psychology, government, and ethics. The verses written in compressed language challenge student's analytical and imaginative thinking.

LaCroce, T. (1980). Teaching the bilingual gifted child. NJEA Review, 53(8), 16-17.

Students gifted in their native language but lacking proficiency in English receive separate instruction in a state funded New Jersey school program. The article describes activities and instructional procedures.

McLeod, D. (Ed.). (1982). Teaching exceptional children. Virginia English Bulletin, 32(1).

The issue mentions various ways to teach English language arts to gifted and handicapped children. The article discusses different topics: language instruction, spelling, writing instruction, and young adult literature.

Moon, S. (1993). Secondary applications of the Perdue Three Stage Module. Gifted Child Today, 16, 2-9.

The Perdue Three-stage Module can be used in many different ways to encourage

secondary gifted students' to use cognitive skills. The article also discusses program design and application of the module.

Passow, A. (1987, January). Closing the achievement gap between educationally disadvantaged and other populations. Paper presented at the Texas Education Agency Annual Mid-Winter Superintendents Conference, Austin, TX. (ERIC Document Reproduction Service No. ED 282 947)

In order to decrease the gap between educationally disadvantaged students and other students, the paper offers policy plans for superintendents. Suggestions include creating goals for academic achievement, identifying gifted and disadvantaged learners and offering appropriate programs for each.

Rescigno, R. (1988). Practical implementation of educational technology. The GTE/GTEL Smart Classroom. The Hueneme School District Experience. Paper presented at the United States/Union of Soviet Socialist Republics Joint Conference on Computers, Education and Children, Moscow, USSR. (ERIC Document Reproduction Service No. ED 313 007)

Gifted, normal, and low ability students work at their own pace to complete lessons in various subject areas. Working through programs in the "Smart Classroom," which integrates technology, improves students' attitudes toward learning. Each student works individually to pass thorough progressive stages.

Rindfleisch, N. (1981). English Essay on Teaching Able Students. (ERIC Document Reproduction Service No. ED 211 473)

The Philips Exeter Academy's goals in every class for the "able students" are to teach the mental processes that underlie the three primary skills of perception, cognition, and imaginative

manipulation. Toward the end of the eleventh grade and throughout the senior year, students are encouraged to write longer analytical and interpretive works.

Ross, E. & Wright, J. (1985). Teaching strategies to fit the learning styles of gifted readers in the middle grades. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 262 388)

The paper discusses important issues when teaching gifted middle school readers. The young students need opportunities to develop an awareness of connections between all of the disciplines.

Sharp, B. & Watson, P. (1981). Evaluation of the gifted and talented program, 1980-1981. Journal of Research and Evaluation of the Oklahoma City Public Schools, 11(2).

The journal describes the student selection process and the student and course make-up of the talented and gifted programs in the Oklahoma City Public School system.

Terrill, M. (1991). Tailoring an Honors Program to Your Institution. (ERIC Document Reproduction Service No. ED 333 953)

North Arkansas Community College proposes a plan to establish honors courses for other institutions. The article suggests program objectives, activities, class size suggestions, and course entrance guidelines.

Thompson, S. (1986). Teaching metaphoric language: An instructional strategy. Journal of Reading, 30(2), 103-109.

In order to understand metaphors, students must understand comparisons. The article offers an explanation and description of strategies focusing on the process of comparison intended for use with gifted junior high school students.

Trese, M. (1990). Are you a conscious consumer? Gifted Child Today, 13(6), 21-25.

This chapter in Rock Writing discusses writing strategies for gifted students focusing on consumer education.

Tuttle, F. (1979). Providing for the intellectually gifted. SLATE, 4(5).

One of the first steps in helping gifted students is identifying who they are. Tuttle encourages educators to look beyond grade point averages when identifying gifted students for instruction in gifted classes. Tuttle also encourages teachers to teach language arts as it relates to the whole language experience.

Ure, J. & Simpson, M. (1994). Studies of differentiation practices in primary and secondary schools, Exchange No. 30. Scotland, United Kingdom: The Scottish Council for Research in Education. (ERIC Document Reproduction Service No. ED 380 196)

When all ability levels of students learn in one room, each student's instruction is individualized. Differentiated practices occur in English Language arts, math, science, and language instruction.

VanTassel-Baska, J. (1987). A case for the teaching of Latin to the verbally talented. Roeper Review,9(3), 159-161.

Teaching Latin to verbally gifted students from fourth through twelfth grade enhances their vocabulary and linguistic competencies while preparing them for studying other languages.

Warnock, J. (1985). Gifted and talented education. (ERIC Document Reproduction Service No. ED 263 624)

This article in the series addresses issues affecting gifted learners. Warnock suggests that gifted students suffer because they are not challenged enough or in the right way.

West, W. (1980). Teaching the gifted and talented in the English classroom. Washington, D.C.: National Education Association. (ERIC Document Reproduction Service No. ED 197 521)

When teaching gifted students in the English classroom, educators need to familiarize themselves with the identification process of the gifted learner and the elements in an effective creative language arts classroom including content and cognitive elements.

Wonacott, M. (1982). Prepare yourself to serve exceptional students. Module L-1 of category I--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series. Columbus, OH: Ohio State Univ. National Center for Research in Vocational Education. (ERIC Document Reproduction Service No. ED 220 674)

The module describes methods and programs educators can use to meet the needs of exceptional students. Enabling objectives serve as a guide for the learning experiences.

Winenbach, N. (1984, April). The gifted reader: Metacognition and comprehension strategies. Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference, Columbus, OH. (ERIC Document Reproduction Service No. ED 243 093)

In order to better understand how students learn, researchers conducted a study examining the metacognition strategies of gifted learners in English language arts.

Section B: Research Advocating Instruction of Gifted Students in Separate Classrooms

Kulik, C. & Kulik, J. (1982). Highlights from "Research on ability grouping." Educational Leadership, 39(4), 620. (ERIC Document Reproduction Service No. ED 232 293)

This brief synopsis of articles proposes that ability grouping has little significant effect on learning outcomes except for the gifted student. Gifted and talented students do perform better in ability grouped classes.

Lacy, G. (1979). Suggestions for planning and providing programs for the gifted/talented/creative. Albany, NY: New York State Education Department. (ERIC Document Reproduction Service No. ED 192 512)

This paper is intended to provide educators with well supported justifications for having separate classes for gifted and regular students.

Raze, N. (1984). Overview of research on ability grouping. Redwood City, CA: San Mateo County Office of Education. (ERIC Document Reproduction Service No. ED 252 927)

Raze proposes that educational evidence suggests that gifted and high ability students are the only ones who benefit from tracked instruction.

Wesolowski, R. (1980). Should we give smart kids a break? English Journal, 69(4), 60-64.

The article describes the gifted program at Wesolowski's high school and offers reasons why gifted students should receive separate instruction.

Category II: Instruction of Gifted Students in Mainstreamed and Heterogeneous Classrooms

Section A: Research Describing Instruction of Gifted Students in Mainstreamed Classrooms

Chuska, K. (1989). Gifted learners K-12. A practical guide to effective curriculum and teaching. Bloomington, IL: National Educational Services. (ERIC Document Reproduction Service No. ED 337 980)

The curriculum guide offers suggestions for how teachers in mainstreamed classrooms can better meet the needs of students identified as gifted. The article also lists characteristics of gifted learners and offers 33 strategies for teaching gifted students.

Cone, J. (1993). Learning to teach an untracked class. College Board Review (169), 20-

27.

The article offers suggestions for effective ways to deal with some problems in an untracked classroom such as missed work, deadlines, classroom communication, choice in reading material, and student assessment.

GLASS: Gifted Language Arts and social studies. (1986). Tallahassee, FL: Florida Challenge Grant Program for the Gifted. (ERIC Document Reproduction Service No. ED 294 248)

The guide offers training for teachers of gifted students. It also offers supplemental material for teachers to give to students in English and Social Studies classrooms.

Klein, P. & Tannenbaum, A. (Eds.). (1992). To Be Young and Gifted. Norwood, NJ: Ablex Publishing Corp.

The book reviews research about the development of gifted children. Gifted students are the primary focus, but the last section discusses how to meet all children's needs in the heterogeneous classroom.

Larson, Y. (1990). Teachers' attitudes and perspectives on educational provisions for 'gifted' and 'talented' children in New South Wales, Australia, and Essex, England. Gifted Education International, 6(3), 74-81.

Section B: Research Advocating Instruction of Gifted Students in Mainstreamed Classrooms

Adams, D. (1990). Collaborative learning: Gifted students in the regular classroom. Reading Horizons, 30(2) 45-50.

This research suggests that students of all abilities not only learn better in mainstreamed classrooms, but also have better attitudes toward learning when working together in groups.

Boduch, J. & Pravdica, S. (1995, March). Mutually beneficial teamwork between bilingual and mainstream classes. (ERIC Document Reproduction Service No. ED 385 125)

A school chose to gradually mainstream their classes in order to decrease students' isolation. Classes gradually mainstreamed; gym and music classes combined first, English classrooms integrated the second year.

Larsson, Y. (1990). Teachers' attitudes and perspectives on educational provisions for "gifted" and "talented" children in New South Wales, Australia and Essex, England. Gifted Education International, 6(3) 174-181.

Attitudes of Australian and English teachers indicate that teachers prefer integrated classrooms in order to avoid elitism. They recommend that teachers receive training about educating academically talented students in the heterogeneous classroom.

London, C. (1979, March). Mainstreaming: Implications for the learning of language, literature, and composition. Paper presented at the annual meeting of the National Conference on Language Arts in the Elementary School, Hartford, CT. (ERIC Document Reproduction Service No. ED 197 358)

Mainstreaming gifted and academically challenged students offers a wealth of language diversity in the English language arts classroom. All students can be praised for positive contributions in the class within developmentally sequenced composition instruction.

Misheff, S. (1991, November). Alternatives to grouping: Pleasant View School for the Arts. Paper presented at the annual meeting of the National Council of the Teachers of English, Seattle, WA. (ERIC Document Reproduction Service No. ED 341 963)

Within the Kaleidoscope program at the Pleasant View School for the Arts students are

separated for gifted instruction and instruction in the arts. Students in fourth through sixth grade, however, are grouped heterogeneously for homeroom instruction in language arts where they focus on problem solving and critical thinking activities.

Peterson, N. [and] (1992). Being special. English Journal, 81(6), 34-43.

The article describes classrooms, projects, and students labeled "special" and how teachers can work together in the same classroom to provide effective instruction for all students.

Richert, E. (1993). Curriculum guide for maximizing student potential in required subject areas. Topeka, KS: Kansas State Board of Education. (ERIC Document Reproduction Service No. ED 366 160)

The four part program design for maximizing student achievement in all subject areas addresses topics for curriculum design, curriculum differentiation, staff development, and curriculum strategies. Topics in the first part focus on developing potential in students of all ability levels.

Savitch, J. & Serling, L. (1995). Paving a path through untracked territory. Leadership, 52(4) 72-74.

Students in a gifted classroom were mainstreamed with regular English as a second language students. Students mingled socially and regular students improved academically.

Trede, M. (1992). Queen for a day. Gifted Child Today, 15(2),30-33.

Using the theme of queens and honors, this curriculum unit is intended to develop writing skills for the gifted student and for other students in the classroom.

Category III: Research Advocating Instruction of Both Gifted and Non-gifted Students to Develop Higher Level Thinking Skills

Some researchers advocate separation and some advocate inclusion but many suggest that we should offer the same type of instruction for all students.

Becker, K. (1993). Individualized library research clinics for college freshmen. Research Strategies, 11(4) 202-210.

Traditionally, students learn about library bibliographic research in a large classroom, but Northern Illinois University utilizes a more personal approach. All student ability levels receive similar instruction in a one-on-one environment.

Biggs, S. (1981). Thumbprints and thoughtprints: Every learner unique. Proceedings of the annual Pittsburgh Conference on Reading and Writing, Pittsburgh, PA. (ERIC Document Reproduction Service No. ED 203 293)

Articles in this book suggest ways to help all students reach their writing and reading potential through individualized instruction. It also has sections about integration and how to meet each child's unique learning needs.

Hickerson, B. (1984, April). Extending the reading abilities of the average and above average student: Critical reading/thinking for gifted (and not-so-gifted) high school students. Paper presented at the annual meeting of the National Council of Teachers of English Spring Conference, Columbus, OH. (ERIC Document Reproduction Service No. ED 246 399)

Average and above average students can benefit from the guided study of literature. Modeling various techniques such as study sheets, webbing, and creating stories helps students think critically about literature.

Hughes, B. (1985, April). A literature based Language Arts Program for secondary gifted students. Paper presented at the annual meeting of the Northwest Regional Conference of the

National Council of the Teachers of English, Seattle, WA. (ERIC Document Reproduction Service No. ED 262 426)

This paper provides a philosophy of teaching gifted student in a practical atmosphere. The philosophy is based on the wholeness of the language experience which is applicable to all students.

Peterson, J. (1981, March). Teaching the novel: Mainstreaming the gifted and jetstreaming the average. Paper presented at the annual meeting of the Conference on English Education, Anaheim, CA. (ERIC Document Reproduction Service No. ED 199 764)

This approach to teaching the novel focuses on requiring analytic papers and journal responses while encouraging higher level thinking skills such as analysis, synthesis, and application. In addition to helping gifted students, this approach also motivates average students.

Simpson, M. & Ure, J. (1994). Studies of differentiation practices in primary and secondary schools. (ERIC Document Reproduction Service No. ED 380 196)

Even though students may be in the same class, planned instruction can help them work effectively at their own pace. This facilitates effective inclusion by meeting each student's needs. It is important for the teacher to share the management of the learning with the students.

Uhl, G. (1984, June). What does problem solving contribute to education for the gifted? Strategies and techniques relating to attitudes and behaviors. Paper presented at the International conference: Education for the gifted, "Ingenium 2000," Stellenbosch, Republic of South Africa. (ERIC Document Reproduction Service No. ED 294 372)

Uhi proposes that all students need to develop problem solving skills and that gifted students have a universal need for other gifted peers.

Conclusion

Researchers offer various techniques designed to increase higher level reasoning skills in gifted students, but we need more research examining the effects of instruction designed to increase higher level reasoning skills for all students both in tracked and in mainstreamed classrooms. If we want all students to become independent learners, we must foster independent learning by teaching students more about HOW to learn rather than by TELLING them what to learn. We need research to determine how to best accomplish this goal.

This organization of research reveals interesting trends in the approach to language arts instruction for the gifted. Articles supporting mainstreaming are based on the premise that intellectual diversity in the classroom offers benefits for regular students which outweigh any negative educational consequences for gifted students. Articles supporting mainstreaming imply that separation or tracking alone is not inherently detrimental to the lower tracked students; but rather, problems occur when teachers rely on instructional techniques like drill and memorization to teach lower tracked classes and reserve activities that promote higher level reasoning skills for more advanced classes. Without access to instruction promoting higher level reasoning, skills such as problem solving and information synthesis, regular students are denied educational opportunities afforded gifted students.

Why do most students benefit from heterogeneous classrooms and gifted students do not? An examination of the instructional techniques may reveal that teachers in mainstreamed classrooms do not actively teach higher level thinking skills as much as teachers in the higher tracked classrooms do. As schools move toward inclusion, educators need to know how to effectively nurture problem solving, research, synthesis, application, induction, analytic skills,

creativity, and independent learning skills in all students.

Examining the rationale for mainstreaming and tracking gifted students in the language arts classroom provides a reference point for analyzing and developing related research. The educational research suggests that all students should develop the types of skills frequently cited for special development in the gifted classroom. Research provides model after model of instructional techniques to teach higher order thinking skills to gifted learners but provide few models for teaching these skills to non-gifted learners.

For years, the issue of gifted instruction has been static--to track or to mainstream and what to teach students chosen for gifted instruction. Faced with mandatory mainstreaming, teachers now look for ways to meet drastically different students' needs in the same classroom. Called upon to teach students with diverse educational abilities in the same classroom, teachers may feel pressure to design different programs for students with different abilities in the same classroom. Others, however, may discover that all students respond well to instruction encouraging the use of higher order reasoning skills. Despite not being able to achieve the same level of knowledge mastery as gifted students, students previously assigned to regular and lower tracked classes still may learn valuable skills about how to think and reason in a classroom environment rich with instruction promoting higher level reasoning processes.

In conclusion, more research is needed concerning gifted language arts instruction. Researchers need to determine the long term educational impact in terms of independent learning skills for regular students receiving instruction previously reserved for gifted students, both in mainstreamed and in tracked classrooms. Because of the detrimental educational impact for students in lower tracked classes, research, if possible, needs more clearly explain why regular

students experience increased success in mainstreamed and heterogeneous classes. If the success is due to instruction in higher level reasoning skills, these practices can be implemented in classrooms despite tracking. Educators need to be more concerned, however, if the success results from a combination of instructional techniques and teacher expectations and attitudes. Within the same classroom, teachers create multiple learning environments, and if positive learning experiences result from not only instruction but also from positive teacher expectations, lower ability students may inadvertently not receive the benefits of instruction in higher level reasoning skills because of lower teacher expectations.

This bibliography identifies the trends in gifted instruction and offers direction for future research in this area to fill gaps created by our expanding awareness of how students learn.